

How to cultivate students' Intercultural communicative competence in College English Teaching

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Abstract: The communication between a person or a group and a person or group with different cultural background is cross-cultural communication. In cross-cultural communication, there must be the exchange of information resources. In order to improve students' intercultural communicative competence, we must help students lay a good foundation in English. When students have a good foundation of English, they can strengthen their oral training and transform the English knowledge they have learned into intercultural communicative competence. If students only have the ability to communicate in English, they do not have the ability to communicate with each other, because the ability to communicate with each other has to be taken into account. This paper also analyzes and discusses the culture of the students' cross-cultural communication in the college English teaching.

1. Culture scheme

1.1 Let the students experience the experience

There are many factors that will affect the implementation of intercultural communication. For example, in cross-cultural communication, there will be many cultural differences because of the different cultural backgrounds of the two sides, and if the two sides do not understand these cultural differences, it is easy to produce communication barriers. When English teachers cultivate students' intercultural communicative competence, it is necessary for students to understand the cultural background of English-speaking countries, but it is not enough to teach students cultural aspects in the classroom. More information and background need students to understand after class, so teachers should also guide students to use information technology to search for more relevant content. Of course, train students. The best way to cross-cultural communication is to allow students to live in an English environment for a period of time, so that students can learn more about the living habits and the cultural background of English. However, because it is temporarily hard to reach, the teacher should actively create the teaching situation in the class and help the students to develop the English learning habit.

1.2 Familiar with situational dialogue

It is necessary for students to communicate in the process of improving cross-cultural ability. It is necessary to learn the daily situational dialogue of foreigners, because daily situational dialogue is the easiest to use in life, and daily economic dialogue can help students improve their oral English ability and make students communicate more fluently with foreigners. Although some students have excellent English scores, oral English ability and listening ability are not enough for intercultural communication. Through familiarity with situational dialogue, students can better understand the process of intercultural communication, and can also help students to make use of what they have learned.

1.3 Understand the customs of life in foreign countries

Different areas naturally have different customs and habits, and the so-called "going into the country" means that outsiders should adapt to the local customs and habits to a certain extent, and it is necessary to understand the local customs and habits. Because if you don't know each other, it's easy to get some unnecessary misunderstandings, and people in different professions communicate differently, so you have to take into account each other's professional background in cross-cultural communication.

1.4 The thoughts and changes of teachers and students.

In the traditional English teaching process, teachers' ideas are old and the teaching methods are single, so it is difficult to stimulate students' interest in English learning. At the same time, the teacher always emphasizes that students can master English by rote learning, but rote learning will make students resist learning English. Therefore, it also shows that it is necessary for teachers to renew their own teaching ideas, and students should also correct their own attitude towards English learning. Only by working together can teachers and students work together to truly improve the efficiency of English teaching.

2. Arrangement of syllabus

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Schools should redraw up their teaching plans	The Cultural Differences between the East and the West	Improvement of Teaching method	The difference between College English and Senior High School English
As far as the current employment environment is concerned, the oral expression ability and communication ability of English must reach a certain level, so the syllabus must be redrawn up to conform to the teaching objectives in accordance with the times.	There is a cultural difference between the East and the West, so learning English is about to master the essence of the western culture and to know the cultural differences.	Teachers need to timely find and summarize the students grasp the situation, according to the different grasp of the situation to timely explain.	To enable students to freely use the language they have learned, and to apply the acquired language skills to the new language environment and become conscious language users, this is the top priority of college foreign language teaching.

2.1 Schools should redraw up their teaching plans

Because of the continuous development of society and the times, people have entered a new era, so people's requirements for college English teaching have also changed to a certain extent. Therefore, it is necessary to carry out reform in college English teaching and teaching to improve the efficiency and quality of English teaching through reform, and at the same time to strengthen the effectiveness of talent training. In the traditional educational background, teachers and students only pay attention to academic performance, as long as students' academic performance is up to standard, but in practice, middle school students' English ability is more important than English achievement. Because some students, although they have excellent grades, are unable to transform what they have learned into cross-cultural communication. Ability can not use English knowledge to solve any problems in practical life. In the face of this situation, colleges and universities should change the syllabus and reformulate teaching objectives and teaching plans.

2.2 The Cultural Differences between the East and the West

With the economic globalization, the status of international trade is improving, and the importance

of cross-cultural communication is also increasing. However, because cultural differences have always existed, and the communication obstacles caused by cultural differences have always existed, so the failure of cross-cultural communication often occurs. In the cultivation of cross-cultural communicative competence of Chinese students, we should pay attention to this problem and strengthen students' mastery and understanding of western culture, so that students can better understand the cultural differences between the two sides, and then they can make correct reactions in cross-cultural communication according to their cultural differences.

2.3 Improvement of Teaching method

Teaching reform is also one of the main ways to promote the development of education and teaching, and teachers should have an understanding of students' learning before they carry on and teach them. Only in this way can students be given targeted teaching according to the students' learning situation, so that students can complete the learning task and the teachers can achieve the teaching purpose. If teachers do not understand students' learning situation and teach students indiscriminately, then it is likely that students with weak learning ability will not be able to keep up with their learning progress, or that the teaching content will not meet the needs of students with strong learning ability.

2.4 The difference between College English and Senior High School English

In the context of examination-oriented education, the most important thing in senior high school English is students' English performance, and improving students' English performance in various ways is what teachers and students have been doing. However, as a language, the core value of English is its application value. If the English knowledge learned can not be transformed into English ability and intercultural communication with people from English cultural background, then English learning will lose its original meaning. Therefore, when students enter the university, teachers should cultivate students' intercultural communicative competence, so that students can give full play to the core value of English in a real sense and use English for cross-text. Change communication and solve the problems existing in reality. Teachers should also face up to the differences between senior high school English and college English to help students reverse their English learning habits.

3. Conclusion:

To sum up, it is necessary for English teachers to strengthen the cultivation of students' intercultural communicative competence, because it can reflect the value of English learning in cross-cultural communication. However, colleges and universities in China should not only promote the development of English education and teaching, but also improve the English education and teaching system, so that students can improve their English ability in many aspects, and they should also be able to communicate freely with foreigners.

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